

**ANALYZING VALIDITY AND RELIABILITY OF ENGLISH SUMMATIVE
TEST MADE BY THE ENGLISH TEACHER AT SECOND GRADE OF
VOCATIONAL HIGH SCHOOL 2 PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department and Teacher
Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree of English Education**

UMMUL KHAER

14.16.3.0149

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE PALOPO
2018**

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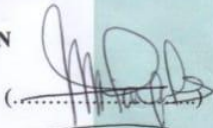
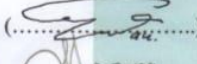

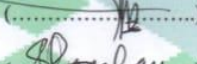


**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
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2018**

THESIS APPROVAL

This thesis, entitled “Analyzing Validity and Reliability of English Summative Test Made by the English Teacher at Second Grade of Vocational High School 2 Palopo” written by **Ummul Khaer**, Reg. Number 14.16.3.0149, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, August 13th 2018 M**, coincided with **Dzul-Qai’dah 1st 1439 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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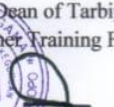

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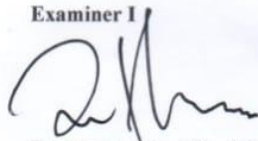
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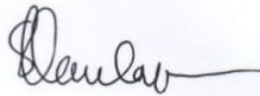
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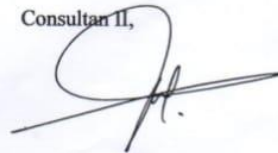
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May Allah SWT, the Almighty God bless us.

Palopo, August 8th, 2018

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PRONOUNCEMENT

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Palopo, July 1st, 2018

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CHAPTER I

INTRODUCTION

This chapter consist of the background, problem of the research, objective of the research, significant of the research, scope of the research, and operational definition.

A. Background

There are four main skills in learning English. They are listening, speaking, reading and writing. To conduct an effective Teaching Learning Process (TLP), there are some important things that should be fully attention, for examples the teacher, curriculum, syllabus, method, facility, test, etc. According to Brown that the function of test is measure a person's ability, knowledge, and performance.¹ Test is one of the things that must be focused in this research.

Testing and teaching are closely interrelated to each other because the success of teaching cannot be measured and known without conducting a test. So if it is related to the Teaching Learning Process (TLP), it means that test is an instrument or procedure used to measure the students' ability, to diagnose the students' weaknesses, to get educational decision and it depends on the kinds of test conducted. Good test items should be made by considering some criteria such as reliability and validity for students.

¹ Brown, H.D, (2003) *Language Assessment Principle and Classroom Practices*: Longman: California.p.20

The results of the test are used to improve the teaching and learning process and taken into account in determining grades.

The researcher did the research about English summative test which conducted at second grade of Vocational High School 2 Palopo. That there are a lot of criteria of a good test, one and other are interrelated so that with fulfill that criteria the teacher would get a good result and effective test. In this research, the researcher focused on the validity and reliability of a test, especially a content validity.

A good test should be valid and reliable. Heaton stated that The validity of a test is the extent to which it measures what it is supposed to measure and nothing else.² The validity of a test must be considered in measurement in this case there must be seen whether the test used really measures what are supposed to measure.

Validity also stated by Hughes “the validity of a test. For it to be valid at all, a test must first be reliable as a measuring instrument”.³ The test should measure what the teacher wants to measure. For example, if the teacher wants to measure the grammar ability, the teacher should give the text in form of written test, not giving oral form or recording to listen. Commonly, there are three kinds of validity. There are content, criterion-related (concurrent and predictive) and construct. From the three kinds of validity, content validity has the important roles in interpreting the test as a

² Heaton, J.B. (1975). *Writing English Language Test*, Longman: New York

³ Hughes, Arthur. (2003). *Testing for Language Teachers, 2nd Edition*. Cambridge University Pres: UK.

tool of evaluation, so that the teacher can measure student's ability effectively. Content validity depends on careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course.⁴ It can be understood that the content validity needs a sharp and systematic analysis because it can represent the content of the test that will be examined. The researcher will explain the content validity in the next chapter. While reliable refers to the consistency of score. For example if the same group of students took the same test twice within two days without reflecting on the first test before they sat it again-they should get the same results on each occasion. If they took another similar test, the results should be consistent.

Based on the researchers' observation at second grade of Vocational high school, the researchers' found that there are many test made by the English teacher it was copied from the Internet, the way of the teacher make the test, does not consider with the syllabus and curriculum. Based on the problem above the researcher interested to analyze reliability and validity of English summative tests made by the English teacher for the second semester of the second grade of Vocational High School 2 Palopo. By giving a good test, the students have an opportunity to get a good quality in learning and the result of the test are used to improve the teaching and learning process and taken into account in the determining grade.

⁴ JB. Heaton. (1998). *Writing English Language test*, Longman : London and New York. p.160.

B. Problem of the Research

Based on the title of the research, the problem that has to be answered of this research was: How is the validity and reliability of English summative test made by the English teacher at second grade of Vocational High School 2 Palopo?

C. Objective of the Research

The objective of the research is to find out the level of validity and reliability of English summative test made by the English teacher at second grade of Vocational High School 2 Palopo.

D. Significance of the Research

The result would be beneficial theoretically and practically to the field of teaching. There are theoretically and practically:

a. Theoretically

The teacher well understood about concept validity and reliability of English summative test.

b. Practically

This research is expected how well of the teacher understood in made a good test and it is useful for the student to know the characteristic of a good test.

E. Scope of the Research

The researcher delimits this research on the category of content validity and the reliability of the English summative test of Vocational High School 2 Palopo. The validity and reliability use multiple choices and there are 40 item of questions. The

focus of the research is an English summative test made by the English teacher based on the syllabus for the second grade of Vocational High School 2 Palopo.

F. Operational Definition

In order to avoid misunderstanding in this research, the researcher needs to clarify some terms that are used in the title. They are as follow:

- a. Summative test : The summative test is conduct in the end of semester as a final test, the test had a planning before conduct the examine.
- b. Validity : Validity refers to accuracy. The test can be valid if the test measure what is intent to measure.
- c. Reliability : Reliability refers to consistency and dependable. The test can be reliable if the test has the same result repeatedly and in the same examinee.

CHAPTER II

LITERATURE OF REVIEW

This chapter provides previous related research finding and some pertinent ideas.

A. Previous Related Research Findings

Novi (2011) The result of her research was 90% of English summative test that hold in SMP N 87 Jakarta was in line with English curriculum. Furthermore, English summative test item in SMP N 87 Jakarta has reached a good content validity.⁵ Novi focused on the content validity and has a good content validity. She conducted her research at the first year students of Junior High School N 87 Jakarta and used descriptive analysis as a method of research.

Wulandari (2014) The result of her reserach was in the level of “badness” because the English summative test was 51% valid in terms of it is conformity with the indicators. She was focused on content validity and reliability of English Summative test.⁶ Wulandari conduct the research at the even semester of the second grade of junior high school and used qualitative descriptive as a method of research

⁵ Noviyanti (205014000373), 2011 “*An Analysis on the Content Validity of the Summative Test for the First Year Student; A case study of SMP N 87 Jakarta*” , Syarif Hidayatullah State Islamic University : Jakarta.

⁶ Wulandari Areta (109014000082), 2014 “*An Analysis on the Content Validity of the Summative Test Items at the even Semester of the Second Grade; a Case Study of Mts Al-Amanah*”, Syarif Hidayatullah State Islamic University : Jakarta.

Masruroh (2014) focused on content validity and construct validity, The test was categorized to have fair reliability, where the test coefficient was 0.677 or 60%.⁷ Masruroh conduct the research at the second grade students of Man Tulungagung 1. She was focused on Item Analysis of English summative while the researcher focused on content validity and reliability of English Summative test. She has a bad content validity. She used quantitative descriptive as a method of research.

Based on the previous related findings there are some differences with this research. Novi and Wulandari focused on the content validity, Masruroh focused on the Item analysis of English Summative test. While the researcher focused on the content validity and reliability made by the English teacher. Novi and Wulandari design the research used qualitative descriptive, Masruroh design her research used quantitative descriptive. While the researcher designed the research used qualitative quantitative descriptive (mix method). The subject of Novi at the first year junior high school 87 Jakarta, Wulandari at the even semester second grade of junior high school, Masruroh at the second grade students of Man 1 Tulungagung. While the researcher conducted the research at second grade of vocational high school 2 Palopo. The similarities this research between the previous related findings was focused on the content validity.

⁷ Masruroh, Harir Zumrotul(3213103072), 2014 *"An Item Analysis on English Summative Test for Second Grade Students of Man 1 Tulungaging*, English Education Program. State Islamic Institute (IAIN) : Tulungagung.

B. Some Pertinent Ideas

1 . Definition of Test

In order of teaching learning process to know how well the result, a teacher should evaluate it. By evaluating, the teacher have concept whether the teaching and learning activity has succeeded or not. There are some definitions about test. According to Tinambunan that a test is a set of questions, each of which has a correct answer, that examinees usually answer orally or in writing.⁸ It means that test is an instrument or procedure to know or to measure something with the determined criteria. If it is related to the TLP, something that is measured is students' ability. Furthermore Penny Ur said that "Tests are used as a means to motivate students to learn or review spesific material".⁹ In addition, Airisian and Russel said that "test is a formal, systematic procedure used to gather information about students' achievement or other cognitive skill."¹⁰

Based on the definitions above, test is very important either for the teachers or for the students. The importance for the students through a test, they will know their achievement in learning the material. While for the teachers, through a test, they will know a students who have understood the material so that the teachers can give more attention to the students who have not understood yet. Test is any series of questions

⁸ Wilmar, T. (1988). *Evaluation of Student Achievement*, Departemen Pendidikan dan Kebudayaan : Jakarta., p. 3.

⁹ Penny, Ur. (1996). *a Course in Language Teaching: Practice and Theory*, Cambridge University Press : Cambridge., p.34

¹⁰ Peter, W. A, and Michael, K.R (2008). *Classroom Assessment*, Beth Mejia : New York. , p.9

or exercises or means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group. Test is comprehensive assessment of an individual or to an entire program evaluation effort.

2. The Types of Tests

There are many types of test used to measure student's achievement. The designers need guidance on practical matters that will be assist test construction.¹¹ Therefore, before the teachers take the right step in making the test, they must know in advance about the types of test that will be used to the students. In other words, teachers must get clear and detail information for the purpose of the test so that it can be very useful to students. Many types of tests are determine the level of students formance.

Norman E. Gronlund classifies a test into four types. Those are placement tests, formative tests, diagnostic tests, and summative tests.¹² Jack R. Frankel and Norman E. Wallen also classify a test into four types: achievement tests, aptitude tests, performance tests, and projective devices.¹³ While, Wilmar Tinambunan says that there are two types of test used in determining a person's abilities: aptitude tests and achievement tests.¹⁴ The classification of test done by some experts above,

¹¹ J. Charles A. (1995). *et. al. Language Test Construction & Evaluation*, Cambridge University : Cambridge. p. 11.

¹² Norman E. Gronlund, *Measurement and Evaluation ...*, p. 17.

¹³ Jack, R.F and Norman E.W. (2003). *How to Design and Evaluate Research in Education*, Fifth Edition, McGraw-Hill : New York.p. 134.

¹⁴ Wilmar Tinambunan, *Evaluation of Student ...*, p. 7.

generally, there is no too deep difference. In other words, they differ in terms and scope of each type of test.

Therefore, the researcher discuss achievement tests, Aptitude tests, Proficiency tests, and Placement tests and Summative Test.

First, Achievement tests, an achievement test is designed to measure the students performance based on the syllabus or program. According to Bill R. Gearheart, the achievement test attempts to measure the extent to which pupil has achieved in various subject area.¹⁵ The measurement based on those opinions is usually done at the end of learning process or program. Achievement, or ability, tests measure an individual's knowledge or skill in a given area or subject.¹⁶ The primary goal of the achievement tests is to measure past learning, that is, the accumulated knowledge and skills of an individual in a particular field. Mc Namara stated that achievement tests are associated with the process of instruction. Examples would be: end of course tests, portfolio assessments, or observational procedures for recording progress on the basis of classroom work and participation. Achievement test accumulate evidence during, or at the end of, a course of a study in order to see whether and where progress has been made in terms of the goals of learning. Achievement tests should support the teaching to which they relate.¹⁷ As a

¹⁵Bill, R.G and Ernest P. W. (1974). *Application of Pupil Assessment Information for the Special Education Teacher*, Love Publishing Company: Colorado., p. 52.

¹⁶ Jack, R.F and Norman E.W. (2003). *How to Design and Evaluate Research in Education*, Fifth Edition, McGraw-Hill : New York p. 134.

¹⁷ Mc, Namara, (2000). *Language Testing*, Oxford University Press : Oxford , p. 11.

conclusion, achievement test is a test to measure the students' achievement in mastering the past subject area based on the syllabus or program

Second, type of test which the writer would like to discuss is Aptitude test. According to Jack R. Frankel, aptitude test assess intellectual abilities that are not, most cases, specifically taught in school.¹⁸ Aptitude tests are intended to measure an individual's potential to achieve; in actuality, they measure present skills or abilities. They differ from achievement tests in their purpose and often in content, usually including a wider variety of skills or knowledge. The same test may be either an aptitude or an achievement test, depending on the purpose for which it is used. A language aptitude test is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. Aptitude tests are most often used to measure the suitability of a candidate for a specific program of instruction. Thus, these tests are given before the students begin to study to select them in appropriate section or level of their ability.

Third, The next type of test is proficiency tests. This test is used to know the proficiency of test-takers. It is hoped, after giving this test, the test-takers will know their ability in language. According to Arthur Hughes, proficiency tests are designed to measure test taker's ability in language regardless of any training they may have had in that language. In contrast to achievement tests, content of proficiency tests are not based on the syllabus or instructional objectives of language courses. Rather,

¹⁸ Jack, R.F and Norman E.W. (2003). *How to Design and Evaluate Research in Education*, Fifth Edition, McGraw-Hill : New York. p. 135.

those are based on a specification of what candidates or test takers have to be able to do in the language in order to be considered proficient. Proficiency tests normally measure a broad range of language skills and competence, including structure, phonology, vocabulary, integrated communication skills, and cultural insight. There is also proficiency test, which include appropriateness of language usage in its specified social context, in other words, communicative competence. If we compare between proficiency and achievement tests, we will find that the difference lies rather in the source of materials used in its preparation and in the use to be made of the test results. Whereas achievement tests are used to obtain measures from formal studying during a specified time, proficiency tests serve principally to obtain measures of the degree of knowledge of particular language at particular time and for a particular purpose.

Fourth, Placement tests. The last type of test is placement tests. J. Charles Alderson states that placement tests are designed to assess student's level of language ability so that they can be placed in the appropriate course or class. Such test may be based in aspects of the syllabus taught at the institution concerned, or may be based on unrelated material.¹⁹ According to Wilmar Tinambunan, placement test is intended to know the student's entry performance. That is, whether or not the student has possessed the knowledge and skills needed to begin the planned instruction; to what

¹⁹ J. Charles A. (1995). *et. al. Language Test Construction & Evaluation*, Cambridge University : Cambridge. p. 11.

extent has the student already mastered the objectives of the planned instruction.²⁰ So the performance students will be seen after they have been mastered.

Fifth, According to Arikunto, summative test is used to get educational decision²¹ Educational decision means the students can pass or fail in mastering the material. Summative test is a test that is conducted after all units are finished given by the teacher. This kind of test is conducted in the end of the semester. The summative test is interrelated to the formative test because the subjects in the summative test are including all units or lessons which are tested in the formative test. Summative test is generally carried out at the end of a course or project. In an educational setting, summative are typically used to assign students a course grade, and often a scaled grading system enabling the teacher to differentiate students will be used.

3. The Types of the Test Items

According to Hughes (1989:59) “test technique are means of electing behavior from the students which will tell the teacher about their language abilities”.²² There are some techniques as suggested by

a. Multiple Choice

Multiple choice items take many forms, but their basic structure is as follows

²⁰ Wilmar, T. (1988). *Evaluation of Student Achievement*, Departemen Pendidikan dan Kebudayaan : Jakarta. p. 8.

²¹ Suharsimi, A. (1999). *Dasar-dasar Evaluasi Pendidikan*, Bumi Aksara Edisi Revisi : Jakarta. p.120

²² Hughes, Arthur. (1989). *Testing for Language Teachers*, Cambridge University Press : New York.

There is a *stem* End has been her_____ half an hour

And a number of *options*, one of which is correct, the others being *distracters*:

A. During

C. While

B. For

D. While

The advantages of multiple choice test technique are perfectly reliable, rapid, economical and open ended format. The disadvantages are giving chance the students either cheating or guessing, it is extremely difficult to make.

The multiple choice is best suited to relatively infrequent testing of large number of test takers. But, actually it will not be the best way for the students to improve their command of language of language because usually much attention is paid to improve student"s guessing rather than to the content items.

b. Essay Test

Essay questions give students the greatest opportunity to supply and construct their own responses, making them the most useful for assessing higher-level thinking processes such as analyzing, synthesizing and evaluating. The main limitations of essays are that they are time-consuming to answer and score, and they place a premium on writing ability.²³ The essay question is also the primary means by which teachers assess students" ability to organize, express and defend ideas.

²³ Airasian, Peter W., 2012, *Classroom Assesment; Concepts and Applications*, McGraw-Hills companies, inc., 7th edition : New York. p.149

4. Characteristic of Good Test

Test as an instrument of obtaining information should have a good quality. The quality of a test will influence the result of the test itself. The right information will be gained and used to make accurate decision to the students' achievement. A good test must be valid and reliable, Validity is the degree to which the test actually measures what is intended to measure. Reliability is consistent and dependable.

a. Validity

Validity is one of the important criteria of a good test. Validity in testing and assessment have traditionally been understood to mean discovering whether a test measures accurately what it is intended to measure or uncover the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. The view of validity presupposes that when we write a test we have an *intention* to measure something, that the, something “ is , real”, and that validity enquiry concerns finding out whether a test , actually does measure” what is intended.²⁴

Adam's said the term “validity” is use to apply to a test's value as a basis for making judgments about examinees.²⁵

²⁴ Fulcher, Glen and Fred, Davidson, (2007), *Language Testing and Assessment; an Advanced Resource Book*, Routledge : Canada, p.4

²⁵ Georgia, S. A, (1964), *Measurement and Evaluation in Education, Psychology, and Guidance*, Hold, Rinehart and Windston, Inc : Los Angeles, p.103

The other hand Palmer and Groot said that validity is a frequently misunderstood concept. It is often erroneously believed that a test is valid or not valid, as if validity were a property of the test itself.²⁶

According to Upshur, validity is the extent to which the information you collect actually reflects the characteristic of attribute you want to know about.²⁷

Based on explanation above, the researcher concluded that, the tests can be valid if they measure accurately and appropriately what they intend to measure.

Arthur Hughes classifies validity into four: content validity, face validity, construct validity, and criterion-related validity.²⁸ Content validity is concerned with the extent to which the test is representative of a defined body of content consisting of topics and processes.²⁹ Moreover, the test should reflect instructional objectives or subject matters. But it is not expected that every knowledge or skill will always appear in the test; there may simply be too many things for all of them to appear in a single test. Content validity of teacher-constructed test essentially depends on the sampling of items. If the test items adequately represent the domain of possible items, the test has adequate content validity. Most teachers are quite familiar with the content they cover during instruction and to a large extent, teacher-constructed tests

²⁶ Adrian, S. Palmer and Peter J.M. Groot, (1981), *The Construct Validation of Test of Communicative Competence*, TESOL 202 D.C. Transit Building Georgetown University : Wangiston, p. 1

²⁷ Fred, G. and John A. U., (1996), *Classroom-based Evaluation in Second Language Education*, Cambridge University Press : New York, p. 62

²⁸ Arthur, H., (1989), *Testing for Language Teachers 2nd Edition*, Cambridge University Press : Cambridge, p. 22

²⁹ William, W. and Stephent G.J., (1990), *Educational Measurement and Testing*, Allyn & Bacon : Boston, p. 184

have an inherent content validity. However, in planning a test, teachers can use a straight forward procedure that tends to improve content validity.

Teachers may, at least on occasion, use published tests, some of which accompany curriculum materials. The tests constructed for a specified textbook or set of materials usually have high content validity if the materials are used as intended for instruction. Sometimes materials are used as supplementary and are only partially covered, in which case any accompanying tests would at least need to be reviewed for content validity.

First, Content validity. According to Wilmar, content validity may be defined as the extent to which a test measures a representative sample of the subject matter content and the behavioral changes under consideration.³⁰ There are two importance of content validity. First, the greater test's content validity, the more likely it is to be an accurate measure of what it is supposed to measure. Secondly, such a test is likely to have a harmful backwash effect. Areas which are not tested are likely become areas ignored in teaching and learning. The best a safeguard against this is to construct full test specification and to ensure that the test content is a fair reflection of these.³¹ It can be understood, that in this case the content of the test which interpreted through the test is the important thing and must be able measure what it is intended to measure.

³⁰ Wilmar, T. (1988), *Evaluation of Student Achievement*, Departemen Pendidikan dan Kebudayaan : Jakarta p. 12.

³¹ Arthur, H. (1989), *Testing for Language Teachers 2nd Edition*, Cambridge University Press : Cambridge, p. 22-23.

Second, Face Validity. Face validity is a surface or appearance of test. As Alderson stated, face validity refers to the test's surface credibility or public acceptability.³² It means the test's surface that will be examined to the students must describe or show the good construct test and it can be acceptability by the examinee. While Arthur stated, Face Validity refers to the appropriateness of test items.³³ It means the form of test that given to the examinee should be appropriate and complete instructions. Substantially, there is no different view among definition above. They would like to elaborate that a test is regarded as having face validity, if its appearance is acceptable, it is clearly readable, and it has a clear instruction in answering the test.

Third, Construct Validity. William said that construct validity is concerned with the psychological constructs that are reflected in the scores of a measure or test.³⁴ It means, the result of testing which has done will be described in the form of scores. Construct validity deals with construct and underlying theory of the language learning and testing. J.B. Heaton states that if the test has construct validity it is capable of measuring certain specific characteristics in accordance with a theory of language and behavior and learning.³⁵ The statement mentioned gives a describing that the test made by teacher where it has construct validity automatically it can measure certain specific

³² J. Charles, A., (1995), *et. al. Language Test Construction & Evaluation*, Cambridge University: Cambridge, p. 172.

³³ Arthur, H.(1989), *Testing for Language Teachers Second Edition*, Cambridge University Press: United Kingdom, p. 27.

³⁴ William, W. and Stephent, G. J. (1990), *Educational Measurement and Testing*, Allyn & Bacon: Boston, p.193

³⁵ JB. Heaton. (1998), *Writing English Language test*, Longman : London and New York, p. 161.

characteristic accordance theory language. While, Kenneth said that construct validity is the systematic analysis of tests score designed to assess whether there is a basis for validity.³⁶ This statement explain that it should be basis, in this case the theory of language and behavior that sistematic in designing the construct validity.

Fourth, Criterion-Related Validity. William and Stephen stated that criterion validity is based on the correlation between scores on the test and scores on a criterion. The corelation coefficient is the criterion validity coefficient.³⁷ According to Arthur there are two kinds of criterion related validity: concurent validity and last is predictive validity.³⁸ Concurent validity is constanted when the test and standarisatation are arranged at about same time, while the predictive validity is focuss the level when a test can guess examinee's future action.³⁹ It can be understood, in the criterion validity there is a relation between scores on the test which resulted by the students and the scores that standarized and both can be influence one to another.

To know the validity of English Summative test, the researcher use Suharsimi Arikunto formula. The formula is very easy to know the students result on the content validity.

³⁶ Kenneth, D.H.H. (1998), *Educational and Psychological Measurement and Evaluaton*, Allyn & Bacon : Boston, p. 99.

³⁷ William, W. and Stephent G .J, (1990), *Educational Measurement and Testing*, Allyn & Bacon : Boston, p.189.

³⁸ Arthur, H. (1989), *Testing for Language Teachers Second Edition*, Cambridge University Press : Cambridge, p. 27-29.

³⁹ Heaton, J.B. (1988), *Writing English Language Tests*, Longman inc : USA, p.162.

b. Reliability

The second criterion of a good test is reliability. Reliability is the consistency of test scores across facets of the test.⁴⁰ A consistent measurement is a necessary condition for high quality educational testing. This consistency of a test is called as reliability. Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument.⁴¹ According to Rosenthal and Rosnow, Reliability is major concern when a psychological test is used to measure some attribute or behavior.⁴² According to Doughlas, Reliability is consistent and dependable.⁴³ It is concluded that, a reliable test is consistent and dependable. If we give the same test to the same student or matched students on two different occasions, the test should produce similar results. For example, a test designed to measure typing ability. If the test is reliable, we would expect a student who receives a high score the first the first time he takes the test to receive a high score the next time he takes the test. To know the reliability of English Summative test, the researcher use Kuder Richardson (KR20) formula.

The score obtained from an instrument can be quite reliable but not valid. Suppose a researches gave a group of eleventh-graders two forms of a test designed to measure their knowledge of the constitution of the Vocational High

⁴⁰ Ibid., p.163

⁴¹ www.socialresearchmethod.snetsnet/kb/reotypesphp/// access on Tuesday, 16 May 2017

⁴² Rosenthal, R. and Rosnow, R. L. (1991). *Essentials of BehavioraResearch: Methods and Data Analysis*. Second Edition. Publishing Company : McGraw-Hill p. 46-65.

⁴³ Brown, H.D. (2003) *Language Assessment Principle and Classroom Practices*: Longman: California.p.20

School 2 Palopo and found their score to be consistent: those who scored high on form A also scored high on form B; those who scored low on A scored low on B; and so on. We would say that the score were reliable. But if the researcher then used these same test scores to predict the success of these students in their physical education classes, she would probably be looked at in amazement.

Test reliability was focused in this research. According to Brown test reliability sometimes the nature of the test itself can cause measurement errors. If a test is too long, test-takers can become fatigued by the time they reach the letter items and hastily respond incorrectly.⁴⁴ Timed test may discriminate against students who do not perform well on a test with a time limit. Poorly written test items, that are ambiguous or that have more than one correct answer.

Factors affecting the reliability of a test are:

- 1) The extent of the sample of material selected for testing: whereas validity is concerned chiefly with the content of the sample, reliability is concerned with the size. The large the sample (i.e. the more tasks the test has to perform), the greater the probability that the test as a whole is reliable-hence the favoring of objective test, which allow for a wide field to be covered.

- 2) The administration of the test: is the same test administered to different groups under different conditions or at different times? Clearly, this is an important factor in deciding reliability. Especially in tests of oral production and auditory comprehension. The way in which this factor differ from test situation

⁴⁴ Ibid p.22

validity can be seen from the following example : if a recording for an auditory comprehension test is initially poor in quality, then it is poor in quality for all tested. This will consequently make for invalidity for less speech has been deliberately masked with noise as a testing device. But if the quality of the recording is good and if certain group and if certain groups hear it played under good acoustic conditions while other groups hear it under poor acoustic condition, this will make for unreliable and therefore invalidity.

3) Test instruction: are the various tasks expected from the test made clear to all candidates in the public?

4) Personal factors such as motivation and illness.

5) Scoring the test: one of the most important factors affecting reliability. Objective tests overcome this problem of marker reliability, but subjective tests are still faced with it: hence the importance of the work carried out in the field of the multiple-marking of composition.⁴⁵

One method of measuring the reliability of a test is to re-administer the same test after a lapse of time. It is assumed that all candidates have been treated in the same way in the interval-that they have either all been taught or that none of them have. Provided that such as assumptions (which are frequently hard to justify) can be made, comparison of the two result would then show how reliable the test has proved. Clearly, this method is often impracticable and, in any case, a frequent

⁴⁵ Wulandari Areta (109014000082), 2014 “*An Analysis on the Content Validity of the Summative Test Items at the even Semester of the Second Grade; a Case Study of Mts Al-Amanah*”, Syarif Hidayatullah State Islamic University : Jakarta.

use of it is not to be recommended, since certain students will benefit more than others by a familiarity with the type and format of the test. Moreover, in addition to changes in performance resulting from the memory factor, personal factors such as motivation and differential maturation will also account for differences in the performances of certain students.

Another means of estimating the reliability of a test is by administering parallel forms of the test to the same group. This assumes that two similar versions of a particular test can be constructed: such a test must be identical in the nature of their sampling, difficulty, length, rubrics, etc. only after a full statistical analysis of the test and all the items contained in them can the tests safely be regarded as parallel. If the correlation between the two tests is high, then the test can be termed reliable.

Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. For example, if a test is designed to measure English ability, the results should be approximately the same. Unfortunately, it is impossible to calculate reliability exactly, but there are several different ways to estimate reliability.

CHAPTER III

RESEARCH METHOD

This chapter deal's with the research design, instrument of the research, technique of data collection and technique of data analysis. The more detail explanation stated below:

A. Research Design

The researcher used mixed-method as the design of analyzing the data. The design of mixed-method to find out level of validity and reliability of English summative test. According to Sugiyono, research method combination or Mixed-method is a research method that integrate quantitative method and qualitative method to be used coincide in a research, so that the data obtaine more comprehensive, valid, reliable and objective.⁴⁶ Mixed-method as a qualitative and quantitative approach. Qualitative research which concern with the process, outcomes or products and the last feature is inductive analysis data as well as the collection of extensive data on many variables over an extended period of time, in a naturalistic setting, in order to gain insights not possible using other types of research. Furthermore, Quantitative research concern with analysis of the type of data consists of statistically analyzed scores collected.

⁴⁶ Sugiyono, Prof.Dr. (2013). *Metode Penelitian Kombinasi (Mixed Methods)*, Alfabeta : Bandung. p.404

B. Data Sources

1. English syllabus and indicators for the second grade students of Senior High School

The researcher analyzed the English summative test items, and then conform it to the English syllabus and the indicators. The English syllabus which is made by the teacher should be based on the Standard competency and basic competence. The English Summative test questions would be found on the Standard competency and basic competence with number Standard competency is 3.9, 3.19, 3.20, 3.21, 3.23, 3.25, and 3.31.

2. English summative test

The researcher asked the English summative test paper from the school. The test for the second grade student. The total items of are 40 items English summative test and they are multiple choice. The topic of English summative test was conditional sentence, passive voice, factual report, biographic of personage, advertisement, form report, and memo.

C. Instrument of the Research

In this research, the researcher used instruments to collecting the data.

1. Research Instrument Validity and Reliability

Since the researcher intends to find out the validity and the reliability of a test, this research belongs to the mix method through collect, arrange, classify the data, analyze and interpret the data. To measure validity, the researcher used

Arikunto's Formula and research designed used qualitative descriptive. A test must have to reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring.⁴⁷ To measure reliability, the researcher used Kuder Richardson's (KR20) and used quantitative to design this research.

2. Expert Judgements

In this research, it aimed to prove that the result of the researcher analysis about validity and reliability of English summative test made by the English teacher at second grade of Vocational high school 2 Palopo is suitable with the syllabus and the formula of validity and reliability.

D. Technique of Data Collection

The data collection is conducted by used documentation, the researcher taked the data of English summative test result of English teacher at Vocational High School 2 Palopo. The data is made by the English teacher as a final test and need in this research would be collected from the answers sheet of the English summative test result. The researcher collect the data as following the steps:

1. The researcher asked the English syllabus at second grade of vocational high school 2 Palopo.
2. The researcher asked the English multiple choice at second grade of vocational high school 2 Palopo.
3. The researcher asked the students answer sheet.

⁴⁷ Donald, A., Lucy, C. J, Chir, S., Asghar, R. (2010), *Introduction to Research in Education*, Wadsworth: USA, p. 236

E. Technique of Data Analysis

The researcher used manual calculator to sum the students score and to know the validity and reliability of English summative test made by the English teacher. To examine the item test, the researcher would identify each of the item in the summative test and identify one by one number of the test.

1. To analyze the validity, the researcher used the following steps:
 - a. Calculated the right answers of each item.
 - b. Calculated the score of the right answers of each item.
 - c. The researcher tabulated the students' result in a well-arranged form. Well-arranged form means the data presented in tables. In order to keep of the privacy of the students, the names of the students will be changed into codes. In examples, A1, B1, C1, etc. The table made as follow:

NO.	CODE	ITEMS					TOTAL
		1	2	3	...	50	SCORE
	Key Answer						
1.	A1						
2.	A2						
3.	A3						
Etc.	...						
	Total score						

To find out the validity percentage, the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of Content Validity

f = Frequency of item appearance

n = Number of sample

It is used to see how many percent the test covers the instruction of the syllabus.

The test items are studied in terms of their conformity to the syllabus. Therefore the researcher also compared in percentage with criteria according to Arikunto⁴⁸:

76 – 100% = Good

56 – 75% = Sufficient

40 – 55% = Less good

<40% = Bad

2. To analyze the reliability of the test the researcher used the Arikunto's Formula:

⁴⁸ Arikunto, S. (1992), *Prosedure Penelitian*, Rineka Cipta : Jakarta. P.313

$$r_{11} = \frac{k}{k-1} \left(\frac{V_t - \sum pq}{V_t} \right)$$

Where:

r₁₁ = reliability coefficient

k = number of test items

V_t = variant total

p = the right responds

q = the wrong respond

After used the KR-20 formula, the researcher classified the reliability coefficient which taken from Sudjiono as the table follows:⁴⁹

Table 3.1 The Classification of Reliability Test

Reliability test coefficient	Classification
0,80-1,000	More highly
0,60-0,799	High
0,40-0,599	Fair

⁴⁹ Sugiyono, Prof.Dr. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta:

0,20-0,399	Low
0,00-0,199	Very Low

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher explains about finding and discusses of the data. This chapter describes about the result of the research that shows the validity and reliability in multiple choice test.

A. Findings

1. Description of Data

The findings of the research were showed to describe the result of the data that analyzed statistically. It comprised of the students' score in validity and reability in making test with criteria of a good test.

The researcher analyzed the test materials whether they conform to the English syllabus of Vocational High School 2 Palopo. They were 450 students in the second grade of Vocational High School 2 Palopo at 2017/2018. During the English summative test in the second grade of Vocational High School 2 Palopo, the students were divided into eight programs, the researcher took not all of students, there were two class took as an example to analyzed the Validity and Reliability of English Summative test. To get the data, the researcher took the questions sheet, answer sheet and the English syllabus document to be analyzed. The data that the researcher used in this research was the English summative test, the data was made by the English teacher at second grade which was called *Ulangan Akhir Semester Sekolah Menengah Kejuruan (SMK) Tahun Pelajaran 2017/2018* for the second grade students of Vocational High School 2 Palopo. The total numbers of test items were 40 tests which consist of 40 multiple choices. The test was

held on Wednesday, 5th June 2018 with the given time 120 minutes. Furthermore, this research was support by expert judgement.

2. Interpretation of Data

In this research, the researcher discussed the total frequency of the conformity and the inconformity of English summative test items to the syllabus based on the data of item analysis result above. Based on the data of item analysis result, can see the table as follow:

Table 4.1

The Analysis Result of the Conformity of English Final Test Items (Summative test) and the English Syllabus

No	Kurikulum 2013	Number of items	Total of items	Topic
	Based on Syllabus			
1.	Analyzing social function, text structure, linguistic to inquire and state about assumption if happen an event in the future, accordance to context of its use.	1,2,3,4,5, 8,9,10	8 items	Conditional sentence
2.	Analyzing social function, text function and linguistic some transactional text and writing about asking and giving information, related condition/ action/ activity/ accuracy without mentioning the subject of scientific text, according to context of its use. Linguistic observe (passive voice).	6, 7	items	Passive voice
	Analyzing text structure and linguistic to implement text social function	11,12, 15,16,17,	items	Actual Report

	“factual report” to inquire and state about scientific text factual about human, animal, thing, indication and nature and social, simple, according to the context of learning in other subject.	20		
	analyzing social function, text structure and linguistic on text biography of figure according to the context of its use.	22, 25,26, 28, 29, 30	items	biographic of personage
	analyzing social function, text structure and linguistic some new items text oral and written with asking and giving information related simple news from newspaper, television, radio according to the context of its use.	31,32	items	advertisement
	analyzing social function, text structure and linguistic interaction text, social transaction which involve action of giving and asking information related to written report.	33,34,35,36	items	Form Report
	analyzing social function, text structure and linguistic some special text in memo, menu, schedule, and signs by giving information related school activities or place of work, according to the context of its use in working	37,38,39,40	items	Memo

	world			
	tal		2 items	

The question number 1, 2, 3, 4, and 5 were classified into Conditional sentences. Conditional sentences is one of the genres of English text that should be learnt by students. Therefore it based on the syllabus and this question was valid item to be tested.

The question number 6 and 7 were classified into Passive voice and it based on the syllabus. In this question, must be revised because the options focused on the vocabulary.

The question number 8, 9 and 10 were classified into Conditional sentences but in this question, the teachers made by Error recognition form. Therefore it based on the syllabus and valid item to be tested.

The question number 11, 12,15,16,17, and 20 were classified into Factual Report. Factual report is one of the genres of English text that should be learnt by students. The question number 13 and 19 covers the grammar aspect of pronoun reference. Therefore the question based on the syllabus.

While the question number 14 and 18 must be revised because focused on the closest meaning vocabulary.

The question number 21,22,23,24,25,26,27,28,29,and 30 were classified into biographic of the personage and it based on the syllabus. Therefore this item was valid item to be tested. While the question number 23, 24, and 27 must be revised because focused on the meaning of vocabulary. And question number 29 has incorrect writing and must be revised to “Aceh” not “Bali”.

The question number 31 and 32 were classified into Advertisement and it based on the syllabus. Therefore this item is valid item to be tested.

The question number 33, 34, 35, and 36 were classified into Form Report and it based on the syllabus. Therefore this item was valid item to be tested.

The question number 37, 38, 39, and 40 classified into Memorandum and it based on the syllabus. Therefore this item was valid item to be tested.

Based on the table above, the researcher found that there were 32 questions which conformity with the English summative test and the English Syllabus.

Table 4.2

The Analysis Result of the Inconformity of English Final Test Items (Summative test) and the English Syllabus

No	Kurikulum 2013	umber of items	otal of items	Topic
1.	analyzing text structure and linguistic to implement text social function “factual report” to inquire and state about scientific text factual about human, animal, thing, indication and nature and social, simple, according to the context of learning in other subject.	13, 19	items	Covers the grammar aspect of pronoun reference.
	analyzing text structure and linguistic to implement text social function “factual report” to inquire and state about scientific text factual about human, animal, thing, indication and nature and social, simple, according to the context of learning in other subject..	14,18	2 item	e closet meaning vocabulary

3.	analyzing social function, text structure and linguistic some new items text oral and written with asking and giving information related simple news from newspaper, television, radio according to the context of its use.	23,24,27	items	eaning of Vocabulary
	analyzing social function, text structure and linguistic some new items text oral and written with asking and giving information related simple news from newspaper, television, radio according to the context of its use.	30	1 item	vers the grammar aspect of pronoun reference.
	tal		3 items	

Based on the table above, the researcher found that there were 8 questions which inconformity with the English summative test and the English Syllabus.

Based on the presentation above, the researcher found that there were 80% question which conformity with the English summative test and the English Syllabus then there were 20% question which inconformity with the English summative test and the English Syllabus. The teachers of vocational high school 2 Palopo know the way how to contract a good test. They recognized that the summative test must be based on the syllabus.

4. Analysis of Data

In this research, the researcher would like to analyze the data from the table presentation. The researcher would like to displayed how to analyze the data by used the steps as follow: 1) The

researcher calculated the right answers of each item, 2) Calculated the score of the right answers of each item. 3) The researcher would tabulate the students' result in a well-arranged form. Well-arranged form means the data presented in table. In order to keep of the privacy of the students, the names of the students would be changed into codes. The table made as follow: (Appendix 6)

The validity test question made by the English teacher at second grade of Vocational High School 2 Palopo year 2017/2018 as following presentation data the question used in writing test. The test question in the form of multiple choice question can be done used Suharsimi and Arikunto formula. In analyze the items qualitatively, used the review form would be helpful and facilitated the implementation procedure. The problem review format is used as a basis for analyzed each item.

In this research, multiple choice test items made by the English teacher at second grade of Vocational High School year 2017/2018 based on the validity of summative test made by the English teacher is 32 questions which conformity with the English syllabus. Based on the data presentation above, that the result of content validity of English summative test made by the English teacher is 82 and there was 8 questions which inconformity with the syllabus. Based on compared in percentage with Arikunto's criteria the validity of English summative test had a good content validity.

a. Reliability test

The researcher analyzed the reliability of question. Reliability referenced to the stability of multiple choice test values. In this research, the researcher used the Kuder-Richardson's formula (KR-20) in the Arikunto's book to determine the reliability coefficient of the 40 multiple choice test items.

Based on the presentation data above, the reliability of English summative test made by the English teacher was 0,6132 it means that the reliability of English summative test was in classification into the high level (0,60-0,799).

B. Discussions

a. Validity

Based on J. B. Heaton “the validity of a test is the extent to which it measure what it is supposed to measure nothing else” A test can be said as a high validity or can be declared valid, if the scores on the item concerned have a match or alignment with the total score, or with statistical language: There was a significant positive correlation between the item score with the total score. Total score here was based as dependent variable, while item score is domiciled as variable independent variable.

Thus, to arrive at the conclusion that the points that want to know validity was valid or not, can be used correlation techniques as a technique of analysis. A question matter can be declared valid if the corresponding grain score proves to have a significant positive correlation with its total score.⁵⁰

Indeed, the validity and reability need to be known for achievement. The good test criteria in this test were just the requirements of making the test, commonly used in making tests, multiple choice tests in this test was the type of test in making test, important parts that need to be before practice immediately.

There were differences and similarities result in research of the researcher from the previous related research findings that Masrurah with the title “An Item Analysis on English Summative Test for Second Grade Students of Man Tulungagung 1 In Academic Year

⁵⁰ Anas S., Pengantar Evaluasi Pendidikan, P. 184

2013/2014” research described that her test has some flaws in content validity and construct validity. In term of content validity, not all the language skills were tested in the test, listening was not tested at all. Besides, the materials in syllabus were not fully included in test items. Related to the construct validity, some of techniques used to test language skills were not relevant with the language testing theory especially writing and speaking, because these two skills were tested by used multiple choice test. The test was categorized to have fair reliability, where the test coefficient was 0.677. While Noviyanti with the title “an analysis for content validity on English summative test for the first year students of Junior High School N 87 Jakarta” her findings of the research started that the content validity of English Summative test at SMP N 87 Jakarta for even semester of second grade student reach good validity. Areta Wulandari with the title “An Analysis on the Content Validity of English Summative Test Items at the Even Semester of the Second Grade of Junior High School” The finding of the research prove that the test items of English summative test for the even semester of the second grade students in *Al-Amanah* Junior High School have bad content validity.

Based on the percentage, the researcher found that finding of Haril Sumrotul and Wulandari it is different with finding of the researcher. The researcher found the English summative test is 80% valid in terms of its conformity with the indicators and it has good content validity same with Noviyanti’s finding.

The items tests that represented the suggest indicators in the syllabus are 32 items and the inconformity items are 8 items. While the researcher found that the Summative test which administered in the second grade of English summative test of Vocational High School 2 Palopo has a good content validity.

b. Reliability

Reliability is the consistency of test scores across facets of the test.⁵¹ Reliability is necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument.⁵² If we give the same test to the same student or matched students on two different occasions, the test should produce similar results.

Based on the percentage, this research focused on test reliability. The reliability test analyzed display that the computational result of the KR.20 score was had a fair reliable. The result reability multiple choice test was 0, 6132 % was high with 20 students.

There were some different this research with previous related findings. Wulandari and Noviyanti were not focused on reliability test but focused on the content validity. While Masruroh got the result it was had fair reliable different with this research, the researcher got the result it was had high reliable. The researcher, provided expert judgement to analyzed the result of the researcher, after analyzed the expert got the same result with the researcher.

The expert concluded that English summative test at second grade of vocational high school 2 Palopo had the high reliability.

⁵¹ Ibid., p.163

⁵² www.socialresearchmethod.snetsnet/kb/reotypesphp/// access on Tuesday, 16 May 2017

CHAPTER V

CONCLUSION

This chapter presents conclusions and suggestions.

A. Conclusions

The validity of English summative test made by the English teacher, the researcher found 80% valid items and it has reached a good content validity. Based on the data analysis and data interpretation, in the previous chapters, the researcher concluded that the Summative test for the second grade students of Vocational high school 2 Palopo. Academic 2017/2018 held on May 2018 had a good content validity.

The reliability of English summative test made by the English teacher, The test result reability multiple choice test was 0, 6132 % it meant that the reliability of English summative test was in classification into the high level (0,60-0,799).

This research provided expert judgment to analyzed the result validity and reliability of this research, and based on the expert judgment in the content validity it was not suitable with the researcher result. While in test reliability, expert judgment found that this research was reliable with researcher result.

The researcher used Mix method to design this research. The researcher used qualitative descriptive to designed validity of English summative test, and used quantitative to designed reliability of English summative test.

B. Suggestions

After giving the conclusion, the researcher would like to give some suggestions addressed to the school, teacher, students and the next researcher as a feed back of the research result.

a. For the stakeholder

The researcher expect for the school on good way in giving the chances to the teachers to follow the trainings of constructing a good test so there will be no more invalid test items.

b. For the teacher

The teacher should keep on their good effort in creating good items for test by considering the principles of construction good test items, keep doing good preparation before making a test. The teacher should keep on their consistent in considering the test items conformed to the syllabus category used. And the teacher should be careful to make the question.

c. For the next research

The researcher recommends for the other research who want to conduct the research related to different test. For example is formative test or whatever.

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A P P E N D I C E S

APPENDIX 1

SILABUS

Satuan Pendidikan : SMK N/S
Mata Pelajaran : B. Inggris
Kelas /Semester : XI/Ganjil
Tahun Pelajaran : 2017/2018

Kompetensi Dasar	Materi Pembelajaran	Indicator Pencapaian	Kegiatan Pelajaan	Alokasi Waktu	Sumber Belajar	Penilaian
3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai	Teks interaksi transaksional terkait tawaran dan saran	3.13.1 Mengidentifikasi dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran 3.13.2 Mengidentifikasi apa yang ditawarkan 3.13.3 Mengidentifikasi apa sarannya 3.13.4 Membedakan antara tawaran dan saran 3.13.5 Menjelaskan penggunaan penawaran	Mengamati <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi 	9 JPX 45 Menit	<ul style="list-style-type: none"> Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan . Buku siswa Mata Pelajaran Bahasa 	<ul style="list-style-type: none"> Lisan Pilihan ganda Tulisan Uraian Uji kinerja

<p>dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>		<p>3.13.6 Menjelaskan penggunaan saran</p> <p>4.13.1 Membuat teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran</p> <p>4.13.2 Mempresentasikan teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial Ungkapan yang digunakan untuk memberi saran dan tawaran Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih 		<p>Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <ul style="list-style-type: none"> Modul/bahan ajar, internet, Sumber lain yang relevan 	
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dan sesuai konteks			<p>mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan 			
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			<p>cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 			
3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks	Teks interaksi transaksional terkait pendapat dan pikiran	3.14.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya 	9 JPX 45 Menit	<ul style="list-style-type: none"> • Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI 	<ul style="list-style-type: none"> • Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja

<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.14 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang</p>		<p>yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran</p> <p>3.14.2 Mengidentifikasi terkait pendapat dan pikiran</p> <p>3.14.3 Menjelaskan fungsi pendapat dengan baik dan benar</p> <p>4.14.1 Membuat teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran</p>	<ul style="list-style-type: none"> • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p>	<p>Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan .</p> <ul style="list-style-type: none"> • Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI <p>Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <ul style="list-style-type: none"> • Modul/bahan ajar, • internet, • Sumber lain yang relevan 	
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<p>melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>			<p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 			
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<p>3.15 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (<i>taking simple phone message</i>) sesuai dengan konteks penggunaannya di dunia kerja</p> <p>4.15 Menuliskan kembali teks pesan</p>	<p>Teks interaksi transaksional terkait pesan sederhana lewat telpon (<i>taking phone message</i>)</p>	<p>3.15.1 Menganalisis fungsi sosial teks interaksi transaksional terkait pesan sederhana lewat telepon (<i>taking phone message</i>)</p> <p>3.15.2 Menganalisis struktur teks interaksi transaksional terkait pesan sederhana lewat telepon (<i>taking phone message</i>)</p> <p>3.15.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional terkait pesan sederhana lewat telepon (<i>taking phone message</i>)</p> <p>4.15.1 Menyusun pesan sederhana lewat telephone terkait tempat kerja dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/mengamati teks interaksi transaksional pesan sederhana lewat telepon • Siswa mengikuti interaksi menanyakan teks interaksi transaksional pesan • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks interaksi transaksional terkait pesan sederhana lewat telepon (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait dengan teks interaksi 	<p>9 JPX 45 Menit</p>	<ul style="list-style-type: none"> • Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan . • Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan • Modul/bahan ajar, 	<ul style="list-style-type: none"> • Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja
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<p> sederhana lewat telephone terkait tempat kerja dengan memperhati kan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks dunia kerja </p>		<p> sesuai konteks dunia kerja </p>	<p> transaksional terkait pesan sederhana lewat telepon Mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi <ul style="list-style-type: none"> • Siswa membandingkan ungkapan terkait teks interaksi transaksional terkait pesan sederhana lewat telepon yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan teks interaksi transaksional terkait </p>		<ul style="list-style-type: none"> • internet, • Sumber lain yang relevan 	
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			<p>pesan sederhana lewat telepon dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan teks interaksi transaksional terkait pesan sederhana lewat telepon dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan teks interaksi transaksional terkait pesan sederhana lewat telepon dalam jurnal belajar (<i>learning journal</i>). 			
3.16	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa	Teks khusus dalam bentuk undangan resmi	3.16.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi.	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. 	12 JPX 45 Menit	<ul style="list-style-type: none"> • Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI • Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja

<p>teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.16 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tem pat kerja, dengan memperhatikan fungsi</p>		<p>3.16.2 Mengidentifikasi karakteristik teks undangan resmi</p> <p>3.16.3 Mengidentifikasi struktur teks undangan resmi</p> <p>3.16.4 Mengidentifikasi penggunaan undangan resmi dengan benar</p> <p>4.16.1 Membuat teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi unsure, struktur teks, dan unsur kebahasaan</p>	<p>media massa, internet).</p> <ul style="list-style-type: none"> • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara 		<p>Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan .</p> <ul style="list-style-type: none"> • Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan • Modul/bahan ajar, • internet, • Sumber lain yang relevan 	
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<p>unsure, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>			<p>resmi.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. 			
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			<ul style="list-style-type: none"> • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 			
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3.17	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	Teks khusus dalam bentuk surat pribadi	3.17.1 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi 3.17.2 Mengidentifikasi karakteristik teks khusus dalam bentuk surat pribadi 3.17.3 Menjelaskan kegunaan teks khusus dalam bentuk surat pribadi 4.17.1 Membuat teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan</p>	9 JPX 45 Menit	<ul style="list-style-type: none"> Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan . Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan Modul/bahan ajar, 	<ul style="list-style-type: none"> Lisan Pilihan ganda Tulisan Uraian Uji kinerja
4.17	Menyusun teks khusus dalam bentuk surat pribadi terkait						

kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks			<p>(questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan yang digunakan dalam surat pribadi. Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi 		<ul style="list-style-type: none"> internet, Sumber lain yang relevan 	
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			<p>tertentu</p> <ul style="list-style-type: none"> Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> Siswa melengkapi surat pribadi sederhana dan 			
--	--	--	--	--	--	--

			<p>menyampaikannya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 			
--	--	--	---	--	--	--

Appendix 2 (Test)

SOAL ULANGAN SEMESTER GENAP TAHUN 2017/2018

Hari/Tgl :
Waktu :
Mata Pelajaran : Bahasa Inggris
Kelas/ : Jurusan : XI / Semua Jurusan

Petunjuk Soal:

READING SECTION

I. Incomplete Dialogues

Questions 1 – 7 are incomplete dialogues. For choices marked A, B, C, D are given beneath each dialogue. You have to choose to one that best completes the dialogues.

1. Erik : You look so exhausted. You need to break.

Trisno: unfortunately, the company doesn't have many employees

- a. I'll get a new job if I don't do it.
- b. If I were the manager, I would go for a vacation
- c. If I were you, I would talk to the manager
- d. I would do it if there weren't to much work.
- e. I'll stay at home if I were you

2. Hanif : I would like to reschedule my appointment with the doctor for next Monday....

Receptionist: I'm sorry, but Monday is completely booked.

- a. If it is still open
- b. If it were possible
- c. Unless the doctor will accept.
- d. Unless I can go there.
- e. If it possible

3. He didn't pass the exam.

If he had studied hard, he.....

- a. Can pass
- b. Could pass
- c. Could have passed
- d. Can passed
- e. Could passed

4. If you took the clothes to the laundry, they.....

- a. had washed
- b. had been washed
- c. would be washed
- d. will be washed
- e. would have washed

5. Feny : I'm sorry, I come late. I have trouble with my motorcycle.

Deny : Why didn't you call me? I could give you a ride.

Feny : If I didn't lose your phone number,.....

- a. I would contact our boss
- b. We wouldn't come earlier
- c. You could call me up
- d. I have called you
- e. I would call you

6. We can see many beautiful paintings in this exhibition. They were..... by famous Indonesian painter.

- a. painting
- b. painted
- c. paint
- d. be painting
- e. being

painting

7. Two tents for our camping would..... by my mother.

- a. being bought b. been bought c. be bought
d. bought e. been buying

II. Error recognition

In questions 8-10 each sentences has four words or phrases underlined. The underlined words are marked A, B, C, and D. You have to identify the underlined words or phrases that should be connected or rewritten.

8. Andrew : I found my journey to Bali exciting.

A

B

Mario : If you had got bad travel agent like I had, you won't say that

C

D

E

9. Irsyad : What are you thinking of?

A

B

Idil : If I am a doctor, I would treat my poor patients without

C

D

E

payment.

10. Tony : What's up with you Jane? You Look awful.

Jane : I don't know what to do. There are many victims of denger fever.

A

B

Tony : If I was you, I would clean my environment to avoid the

increase of

C

D

E

danger fever

III. READING COMPREHENSION

Questions no. 11 – 14 refer to the following text

Tsunami is a Japanese word for a sea wave generated by an earthquake or lands slide under a sea or an eruption. Most tsunami happened along the ring of fire. It is a zone of volcanoes and seismic activity. The zone encircles the pacific ocean. Historically, tsunami have caused much **destruction** and death since 1819, about 40 tsunami have struck the Hawaii Island and since 1883, about 20 tsunamis have struck Indonesia. The last one was on December 26th, 2004 and caused over 100.000 people dead.

11. What does the text above tell us about?

- a. Earthquake which happened in Japan
- b. Disaster that destroyed many buildings
- c. It's about destruction in Hawaii Island
- d. Earthquake happened in Hawaii Island in the center of Tsunami
- e. Eruption which happened under the sea that caused many destructions

12. When did the last tsunami happen based on the text?

- a. Since 1819
- c. Since 1883
- e. December 26th

2000

- b. 2004, 26th of December d. All answers are correct

13. “It is a zone...” what does the word “it” refers to....

- a. Most Tsunami c. Seismic activity e. Ring of fire
b. Zone of volcano d. Zone of ocean

14. What is the closest meaning of the word “destruction”?

- a. Ruination c. Instruction e. Restoration
b. intersection d. Construction

Question 15 to 20 based on Text below!

The tiger (*Panthera tigris*) is the largest cat species, reaching a total body length of up to 3.38 m (11.1 ft) over curves and exceptionally weighing up to 388.7 kg (857 lb) in the wild. Its most recognizable feature is a pattern of dark vertical stripes on reddish- orange fur with a lighter underside. The species is classified in the genus *Panthera* with lion, leopard, jaguar, and snow leopard. Tigers are apex predators, primarily preying on ungulates such as deer and bovids. They are territorial and generally solitary but social animals, often requiring large contiguous areas of habitat that support their prey requirements. This, coupled with the fact that they are indigenous to some of the more densely populated places on Earth, has caused significant conflicts with humans. Tigers once ranged widely across Asia, from Turkey in the west to the eastern coast of Russia. Over the past 100 years, *they* have lost 93% of their historic range, and have been **extirpated** from southwest and central Asia.

15. What do the tigers like to hunt based on the text?

- a. Deer and snow leopard c. Lion and leopard e. Bovids

and apex

- b. Deer and bovids d. Deer and lion

16. Where are tigers mostly found based on the text?

- a. Southwest Asian c. Some Island e. Eastern

Asia

- b. Across Asia d. South of Asia

17. The correct statement based on the paragraph 1 above, expect....

- a. The tiger is the biggest cat species d. the tiger can be included as

social animals

- b. The tiger widely across the world e. The tiger is dangerous animal

- c. The tiger has recognizable color and pattern on his body

18. What is the closest meaning of “*extirpated*”?

- a. Exterminated c. Destroyed e. Killed

- b. Died d. Lived

19. “...they have lost.....” The word “they” in the second paragraph refers to...

- a. Coast of Russia c. The tigers e. Killed

- b. Turkey d. Asia

20. Why do the tigers lost 93% of their historic range over the past 100 years?

- a. Because they are indigenous to some of more densely populated places

- b. Because they have caused conflict with human
- c. Because they have been extirpated in some areas
- d. Because tigers are territorial and a social animal
- e. Because tigers have left the jungle

Questions 21-30 based on the text below

Cut nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch 25 years. She was awarded the title of Indonesian National Heroine on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulee Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the second Aceh Expedition, the Dutch successfully captured VI mukim, followed by the Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died

in action on 29 June, 1878. Hearing this, Cut Nyak Dhien as enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy war against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on 30 September 1893 along with 250 of his men. The Dutch General Johannes Benedictus Van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprised attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: “As Acehnese Woman, we may not shed tears for those who have been martyred.

21. Cut Nyak Dhien awarded the title of Indonesian National heroine in.....

- a. 1848 b. 1873 c. 1964 d. 1878 e. 1946

22. Cut Nyak Dhien married Teuku Cik Ibrahim Lamnga when she was....

- a. 15 years b. 12 years c. 17 years d. 14 years e. 13 years

23. The word “martyred” in the last sentence means.....

- a. menyerah b. mati syahid c. melawan d. menghinat e. berjuang

24. Cut Nyak Dhien was born into an Islamic aristocratic family.” What is the meaning of aristocratic?

- a. Bangsawan b. Terkenal c. Tentara perang d Perang suci e.

Peodal

25. Teuku Umar died as a..... in the war against the Dutch colonization

- a. treason b. surrender c. betrayed d. martyred e. killed

26. Who has Teuku Umar?

- a. He was a Cut Nyak Dhien’s father
b. He was the first husband of Cut Nyak Dhien
c. He was the second husband of Cut Nyak Dhien
d. He was a Cut Nyak Dhien’s brother
e. He was a Cut Nyak Dhien’s uncle

27. The word “shed tears” in the last sentence means.....

- a. menumpahkan air mata c. mengumumkan d. merebut kembali
b. menyerang e. menyerah

28. When did the Aceh war start?

- a. in 1875 b. in 1878 c. in 1872 d. in 1874 e.

in 1893

29. Bali is..... for its beauty. It is called the Goddess Island.

- a. resistance b. treason c. renown d. Holy war e.

reclaim

a. Cut gambang c. Johannes Benedictus e.

Acehnese

b. Cut Nyak Dhien d. Teuku Umar

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Name : Anne Kwok

Title : Design Specialist

Company : Pharmaceutical Supply Co.

Address : Tong Chong Street

Quarry Bay Hong Kong.
Please allow four weeks for first issue.

33. Why did Anne Kwok complete this form?

- A. To win an award C. To enroll in design school
B. To apply for a design job D. To receive a journal

34. How much is the full cover price per issue?

- A. \$4 B. \$5 C. \$12 D. \$48

35. How long will it take for the first issue to arrive?

- A. One week B. One month C. One year D. Unknown

36. The magazine comes

- A. daily B. Weekly C. Monthly D. Once a year

Questions 37 to 40 refer to the Memorandum below

MEMORANDUM

To : All Employees

From : Simon Gonzales
(Personal officer)

Date : May 15 2018

Sub : Company Travel

Effective June 1 all personnel travelling on company business must use the most economical means possible. No flights under five hours can be booked in Business Class. No flights regardless of duration can be booked in First Class

37. If a flight is over five hours, what class can be booked?

- A. Economy B. Economy Plus C. Business D. First

38. When will this rule go into effect?

- A. In about two weeks C. At the first of the year
B. At the end of the summer D. In five months

39. Why was this memo written?

- A. To save time
B. To save money
C. To reward the employees
D. To increase company travel.

40. Who is affected by this memo?

- A. Only the Board of Directors
B. Only frequent travelers
C. Only the personnel department
D. All personnel.

APPENDIX 3

ANSWER KEY

1.	D	11. E	21. C	31. C
2.	E	12. B	22. B	32. B
3.	B	13. C	23. B	33. D
4.	B	14. A	24. A	34. B
5.	D	15. B	25. E	35. B
6.	A	16. B	26. C	36. C
7.	C	17. B	27. A	37. B
8.	E	18. A	28. C	38. A
9.	C	19. C	29. D	39. B
10.	C	20. C	30. B	40. D

APPENDIX 4

STUDENT ANSWER

No. _____

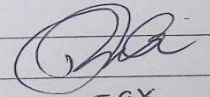
Date : _____

Nama : MEGY

KLS : XI LAS B

Jawaban.

1	e	11) a	21) c	31) c
2	e	12) b	22) b	32) b
3	a	13) b	23) a	33) a
4	d	14) a	24) a	34) b
5	c	15) a	25) e	35) c
6	b	16) a	26) c	36) e
7	c	17) a	27) a	37) c
8	a	18) c	28) c	38) d
9	b	19) c	29) c	39) d
10	c	20) b	30) b	40) d


MEGY

NAMA : ~~BALEIKY~~ TAUFIK. ALBERT
 KELAS : XI. AV

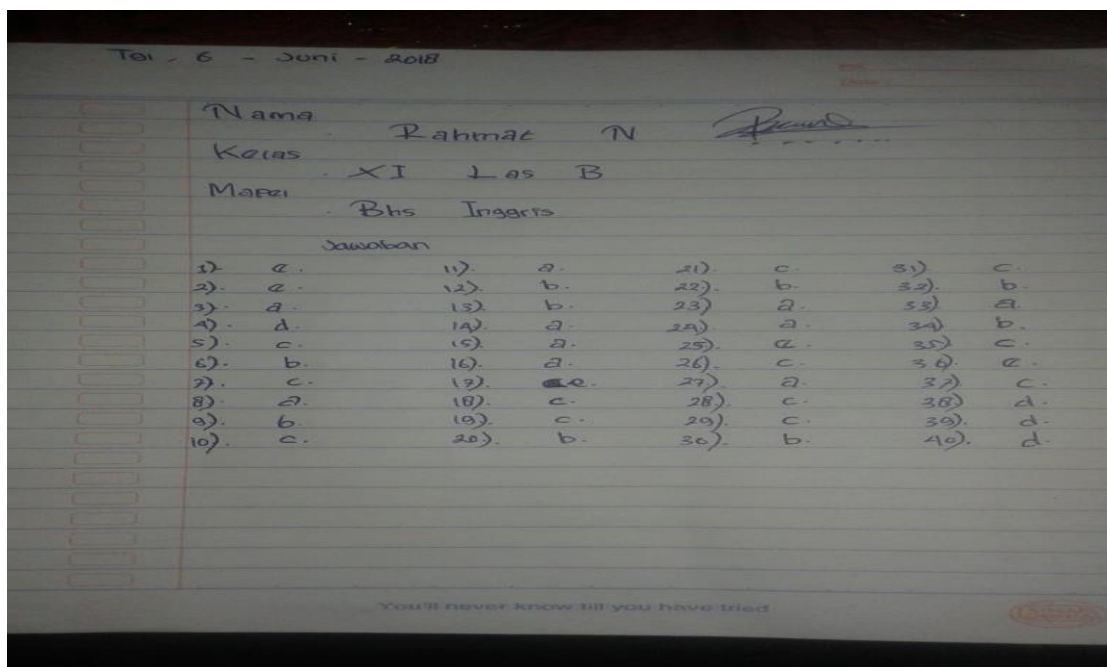
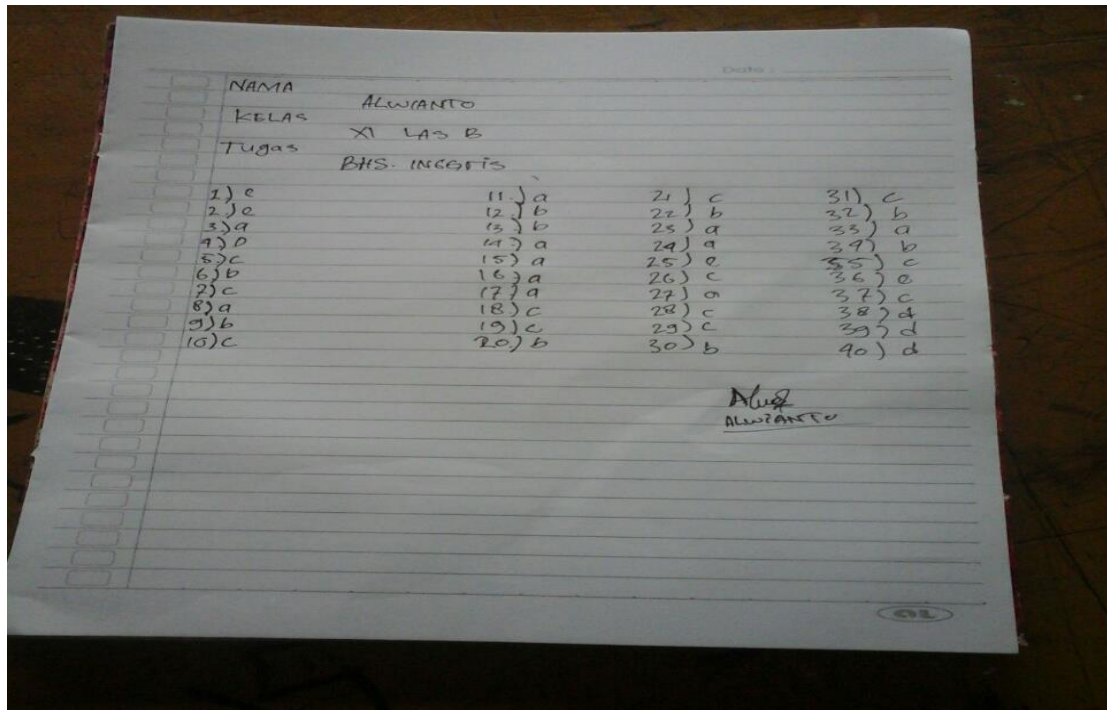
- | | | | |
|--------------------|--------|---------------------|--------|
| 1. c. | 11. a. | 21. e. | 31. c. |
| 2. b c. | 12. a. | 22. b. | 32. B. |
| 3. b. | 13. b. | 23. b. | 33. D. |
| 4. c. | 14. d. | 24. a. | 34. b. |
| 5. b. | 15. b. | 25. e. | 35. b. |
| 6. b. | 16. b. | 26. c. | 36. c. |
| 7. a. | 17. a. | 27. a a. | 37. c. |
| 8. D. | 18. a. | 28. c. | 38. D. |
| 9. D. | 19. c. | 29. d. | 39. A. |
| 10. e. | 20. c. | 30. b. | 40. D. |

Tau

- | | | | |
|-------|-------|-------|-------|
| 1. B | 11. D | 21. C | 31. C |
| 2. C | 12. B | 22. B | 32. B |
| 3. B | 13. E | 23. B | 33. D |
| 4. A | 14. A | 24. A | 34. B |
| 5. E | 15. A | 25. D | 35. B |
| 6. A | 16. B | 26. B | 36. B |
| 7. C | 17. B | 27. A | 37. C |
| 8. B | 18. A | 28. C | 38. C |
| 9. B | 19. E | 29. C | 39. D |
| 10. C | 20. C | 30. A | 40. B |

NAMA : MULIH. AUDI

KELAS : XI LAS B



APPENDIX 5

STUDENT ABSENT



**PEMERINTAH PROPINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 2 PALOPO**



Jl. Dr. Ratulangi Kelurahan Balandai Kecamatan Bara Telp. (0471) 22748)

**DAFTAR NILAI PENGETAHUAN DAN KETERAMPILAN
SEMESTER GENAP TAHUN PELAJARAN 2017/2018**

Mata Pelajaran : **BAHASA INGGRIS**

Kelas : **XI T. AV**

NO	NIS	NAMA PESERTA	NILAI			NR		Keterangan
			NH	MID	US	PENG.	KET.	
1	1617105	AMAR			24.75	6.1875		
2	1617092	ARJUN YAHYA			32.25	8.0625		
3	1617094	BAGUS DWI RIZKY			47.25	11.8125		
4	1617095	DANI RAMDAN HIDAYAT			0	0		
5	1617096	FAISAL			34.75	8.6875		
6	1617097	LALU FIRMANSYAH			0	0		
7	1617098	MUH. IQRAM			32.25	8.0625		
8	1617108	MUH. TAQDIR PUTRA			19.75	4.9375		
9	1617099	MUHAMMAD SYAFAAT			39.75	9.9375		
10	1617605	PUTU ANDIKA			29.75	7.4375		
11	16171	RIKALDO			24.75	6.1875		
12	1617627	RISKAL			29.75	7.4375		
13	1617106	RIZKY RAHMAT DHANI			34.75	8.6875		
14	1617101	SAMUEL			42.25	10.5625		
15	1617621	SULISTIANI			0	0		
16	1617607	SUPALDI			54.75	13.6875		
17	1617608	SURYADI			39.75	9.9375		
18	1617102	TAQWA			22.25	5.5625		
19	161711	TAUFIK ALBERT			49.75	12.4375		
20	1617103	WAHYU			0	0		
21	1617104	YUSRI RAMADAN			34.75	8.6875		

Ket. :

- Nilai Pengetahuan = 50% (NH) + 25%(MID) + 25% (US)

Wali Kelas

Palopo,

2018

Guru Mata Pelajaran

(_____)
NIP

(_____)
NIP



PEMERINTAH PROPINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 2 PALOPO



Jl. Dr. Ratulangi Kelurahan Balandai Kecamatan Bara Telp. (0471) 22748

DAFTAR NILAI PENGETAHUAN DAN KETERAMPILAN
SEMESTER GENAP TAHUN PELAJARAN 2017/2018

Mata Pelajaran : **BAHASA INGGRIS**

Kelas : **XI TPL B**

NO	NIS	NAMA PESERTA	NILAI			NR		Keterangan
			NH	MID	US	PENG.	KET.	
1	1617131	A. ALAN SAPUTRA			42,25	10,5625		
2	1617234	ALWianto			22,25	5,5625		
3	1617236	ANDIKA P.			24,75	6,1875		
4	1617238	ARJUN			0	0		
5	1617242	DION PARHANSA			27,25	6,8125		
6	1617244	ERVAN			27,25	6,8125		
7	1617629	HASRUL S. TANDIWARA			27,25	6,8125		
8	1617179	JEDRIAN PATANDUNG			22,25	5,5625		
9	161725	MEGY			32,25	8,0625		
10	1617263	YOGI LINDA			22,25	5,5625		
11	1617248	MUH. AUDI			37,25	9,3125		
12	1617252	RAHMAT NASSA			37,25	9,3125		
13	1617254	RANDI AFANDIH			22,25	5,5625		
14	1617256	REYNALDI			14,75	3,6875		
15	1617257	RIJAL			17,25	4,3125		
16	1617261	SURYANTO			29,75	7,4375		
17	161761	YONGKI PASA'			17,25	4,3125		
18	1617265	YUSRI MAHENDRA			22,25	5,5625		
19								
20								
21								

Ket. :

- Nilai Pengetahuan = 50% (NH) + 25%(MID) + 25% (US)

Wali Kelas

Palopo,
Guru Mata Pelajaran

2018

(_____)
NIP

(_____)
NIP

APPENDIX 6

Tabulated the students' result in a well-arranged form

Table 4.3.1

a. Calculated the right answers of each item

NO	CODE	ITEMS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Table 4.3.2

b. Calculated the score of the right answers of each item.

	CO DE	ITEMS																																									
N O	Key Ans	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
1	A1	0	1	1	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	
2	A2	0	1	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
3	A3	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	
4	A4	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	
5	A5	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
6	A6	0	1	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
7	A7	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0
8	A8	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
9	A9	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0
10	A10	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	1	
11	A11	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	1	
12	A12	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0
13	A13	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	1	
14	A14	0	1	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
15	A15	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	1	
16	A16	0	1	1	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	0	1	0	1	
17	A17	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	1	
18	A18	1	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	
19	A19	0	0	1	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1	1	0	1	1	0	1	0	0	1	1	1	0	0	1	0	1	0	1	0	0	0	0	1	
20	A20	1	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	0	1	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	
Score		5	12	9	10	5	5	4	11	11	3	5	12	4	10	5	5	4	11	11	3	11	18	13	15	12	16	14	17	14	12	11	11	12	18	13	11	6	9	5	13		

Table 4.3.3

c. Tabulated the students' result in a well-arranged form

N O	CO DE	ITEMS																																								
	Key Ass	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1	A1	0	1	1	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1
2	A2	0	1	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	
3	A3	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	
4	A4	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	
5	A5	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
6	A6	0	1	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
7	A7	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0
8	A8	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
9	A9	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0
10	A10	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	1
11	A11	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	1
12	A12	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0
13	A13	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	
14	A14	0	1	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
15	A15	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	
16	A16	0	1	1	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	0	1	0	1
17	A17	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	
18	A18	1	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	0	0	
19	A19	0	0	1	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1	1	0	1	1	0	1	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	
20	A20	1	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	0	1	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	
Score		5	12	9	10	5	5	4	11	11	3	5	12	4	10	5	5	4	11	11	3	11	18	13	15	12	16	14	17	14	12	11	11	12	18	13	11	6	9	5	13	
Total Score		396																																								

⁵³ Arikunto S.Prof.Dr. 2013. *Prosedur Penelitian*. PT.Rineka Cipta Jakarta. p.231

Based on the table Appendix 4, the researcher found that $\sum pq = 3,011$. So, If the data input to the formula:

$$\begin{aligned}
 &= \frac{(k)}{k-1} \left(\frac{V_t - \sum pq}{V_t} \right) \\
 &= \frac{(40)}{40-1} \left(\frac{7,4899 - 3,011}{7,4899} \right) \\
 &= \frac{40}{39} \times \frac{4,4789}{7,4899} \\
 &= 1,0256 \times 0,5979 \\
 &= 0,6132
 \end{aligned}$$

APPENDIX 8

Research letter


PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 2 PALOPO
Jl.DR.Ratulangi Balandai ☎ (0471) 22748 Kota Palopo Sulawesi Selatan
Website : <http://www.smkn2-palopo.sch.id> E-mail: smkn2_paloposulsel@yahoo.co.id

SURAT KETERANGAN TELAH PENELITIAN
Nomor : 421.5/ 217 - UPT SMKN.2 /PLP / DISDIK

Yang bertanda tangan dibawah ini kepala SMK Negeri 2 Palopo :

Nama	: NOBERTINUS ,SH.,MH
NIP	: 19681119 199402 1 002
Pangkat / Gol	: Pembina Tk. I IV/b
Jabatan	: Kepala SMK Negeri 2 Palopo
Unit kerja	: SMK Negeri 2 Palopo

Menyatakan bahwa :

Nama	: UMMUL KHAER
NIM	: 14.16.3.0149
Tempat / Tgl.Lahir	: Palopo ,24 Juni 1996
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
Alamat	: Jl. Cempaka Balandai Kota Palopo

Bahwa yang bersangkutan diatas benar telah melaksanakan penelitian pada SMK Negeri 2 Palopo pada tanggal , 23 Mei s/d 23 Juni 2018 dengan judul : “ *validity and Reliability Of English Summative Test Made By The English Teacher At second Grade Of Vocantional High School 2 Palopo.* “

Demikian surat keterangan ini kami buat , Atas kerjasamanya kami ucapkan banyak terima kasih.

Palopo, 25 Juni 2018
Kepala UPT Satuan Pendidikan SMKN 2 PLP


NOBERTINUS , SH. , MH
NIP : 19681119 199402 1 002

SURAT PERNYATAAN EXPERT JUDGEMENT

Hal : Permohonan Kesediaan Expert Judgement

Lampiran : 1 rangkap

Kepada Yth.

Ibu Tenri Sanna Syam, S.Pd.,M.Pd

Di_

Tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Ummul Khaer

NIM : 14.16.3.0149


Judul Penelitian : Analyzing Validity and Reliability of English Summative Test Made by the English Teacher at Second Grade of Vocational High School 2 Palopo

Memohon dengan sangat kesediaan Ibu untuk menganalisis dan memberikan komentar pada hasil dari penelitian saya mengenai Validitas dan Reliabilitas berdasarkan silabus dan rumus di kelas dua SMKN 2 Palopo.

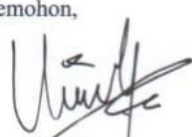
Demikian permohonan saya sampaikan, atas bantuan dan kesedian Ibu, saya ucapkan banyak terima kasih.

Palopo, 22 Juli 2018

Language and Material Expert


Tenri Sanna Syam, S.Pd., M.Pd
NIP: 19860423 201503 2 005

Pemohon,


Ummul Khaer
NIM: 14.16.3.0149

DOCUMENTATION



The researcher, giving try out for summative test.

CURICULUM VITAE



The researcher, Ummul Khaer was born on June 24th 1996 in Palopo. She is the first daughter of Muh.Syamsir Made and Junawati. She does not has sister but has two young brother, his name is Mahatir Muhammad and Muhammad Anwar Sadat. In 2003, she started her education at SDN 232 Wulasi and graduated in 2008. In the same year she continued her study at SMPN 3 Malili and graduated in 2011. Then she continued her study at SMKN 1 Malili she took Technique computer and network program and finally she graduated in 2014. After graduated from Vocational High School, she continued her study at State Institute for Islamic Studies (IAIN) Palopo and she took English Study Program of Tarbiyah and Teacher Training Faculty. She had ever joined some of training such us OSCAR in 2014, She was join with English Students Association (HMPS-BIG) IAIN Palopo since 2015-2017 and Joined Freshmen Training Camp (FTC) in 2014, Fun With English, and Got talent. She also joined in extra organization such us, Pergerakan Mahasiswa Islam Indonesia (PMII) since 2014-2018.